

The Demographic Wave: Rethinking Hispanic AP Trends

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Exploring the Data

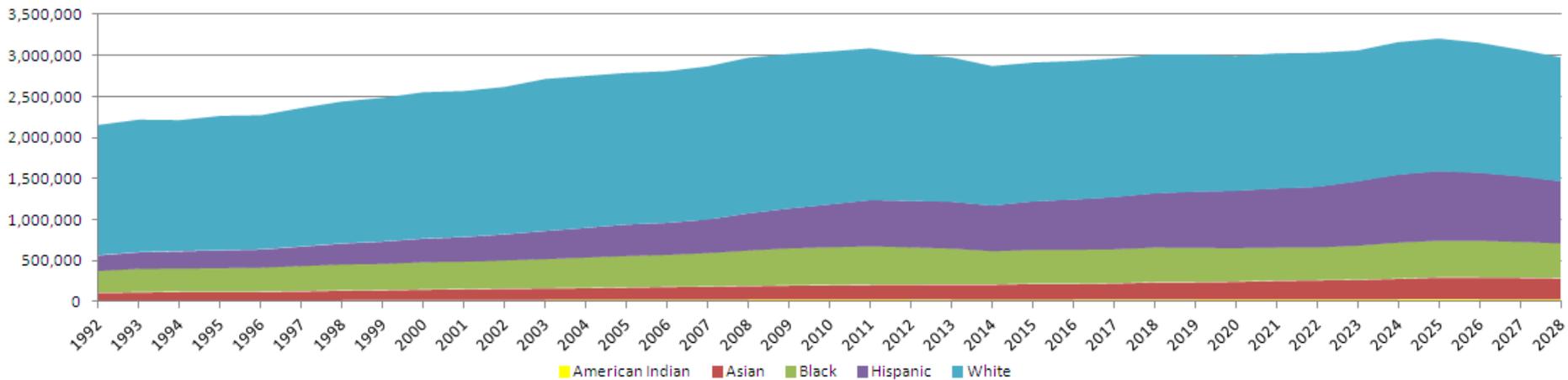
Hispanic/Latino US public school graduates



The Demographic Wave

National Perspective – Class of 1992-2028

Number of Public High School Graduates by Race/Ethnicity: 1992-2028



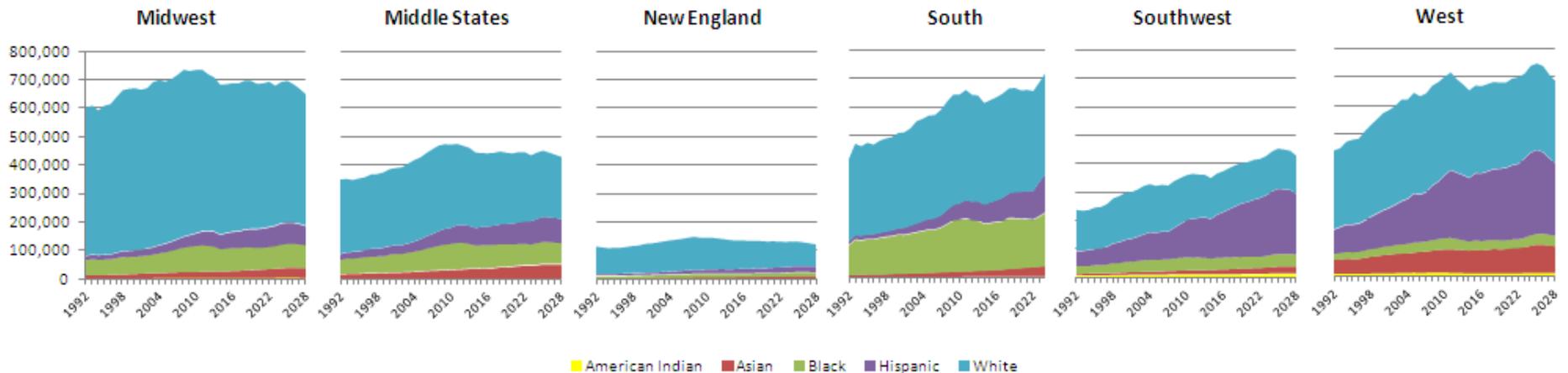
- Rapid expansion and diversification of graduates
- Recent birthrate decline → drop in mid/late 2020s
- By the mid '20s, 1 in 4 graduates will be Hispanic

Source: Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door*, March 2008 (1992-1996 estimates) and December 2012 (1997-2028 estimates)

The Demographic Wave

Regional Perspective – Class of 1992-2028

Number of Public High School Graduates by Race/Ethnicity by CB Region: 1992-2028

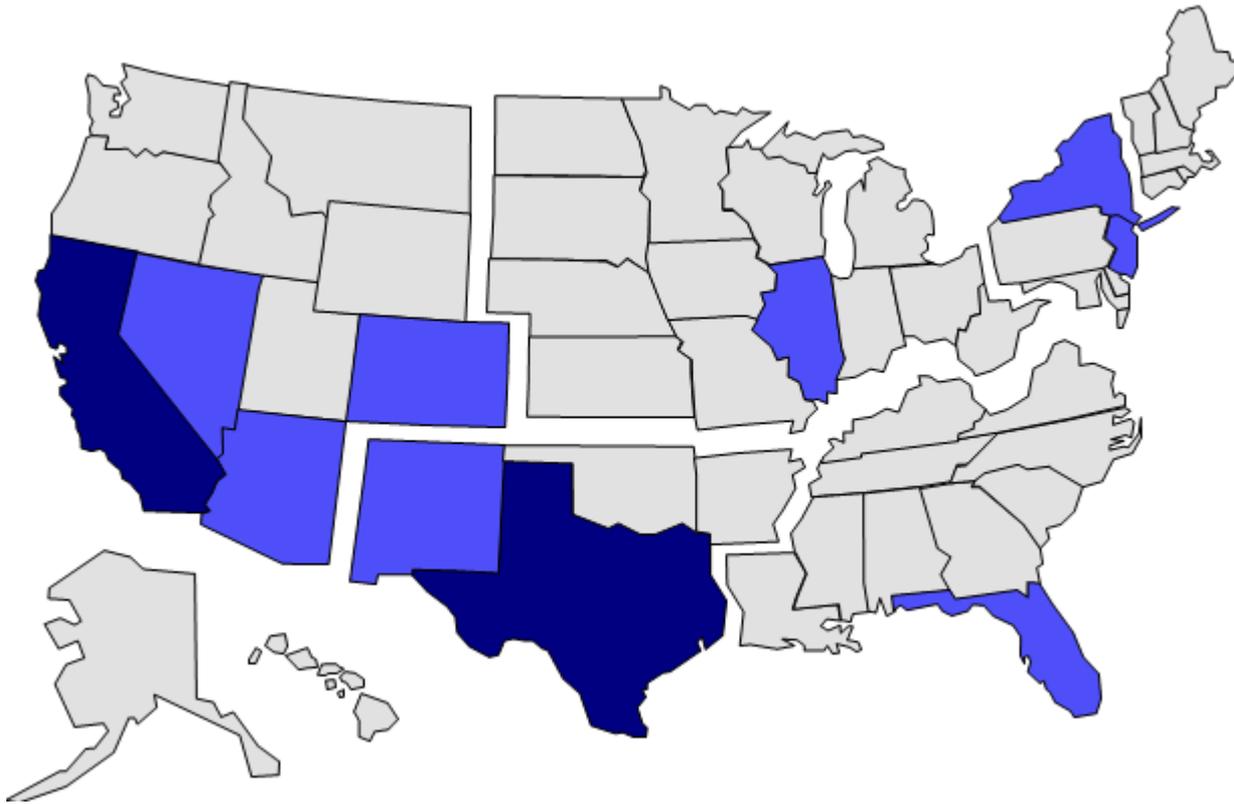


- Significant regional variation
- Challenges.....or opportunities
- Impacting K-12 and higher ed

Source: Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door*, March 2008 (1992-1996 estimates) and December 2012 (1997-2028 estimates)

Hispanic/Latino Graduates by State

State Perspective – Class of 2012



State	#	%*	Cum. %
CA	166,503	29.6	29.6
TX	123,250	21.9	51.5
FL	36,909	6.6	58.1
NY	33,248	5.9	64.0
IL	24,070	4.3	68.2
AZ	23,150	4.1	72.4
NJ	16,245	2.9	75.2
CO	11,862	2.1	77.4
NM	9,567	1.7	79.1
NV	8,553	1.5	80.6

* % of US Hispanic graduates

Source: WICHE, *Knocking at the College Door*, December 2012 (Public Schools only)

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Exploring the Data

Hispanic/Latino students in AP



Key Concepts

- AP student vs AP examinee
- Cohort vs Admin(istration)
- Participation (Access) vs Performance (Success)
- APRN = AP Report to the Nation
 - <http://apreport.collegeboard.org/>

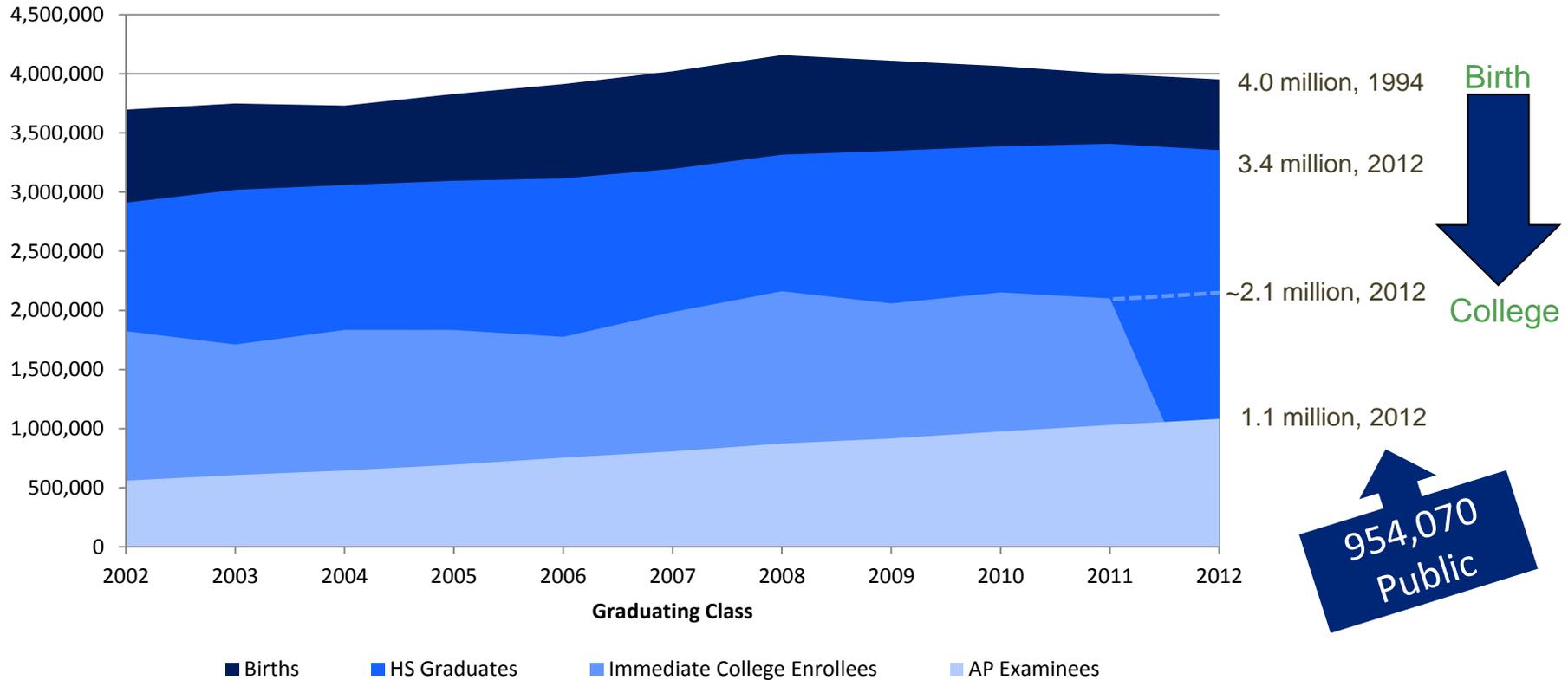
Lingering questions and assumptions

Hispanic students in AP

- They *only* take AP Spanish Language.
 - AP Spanish Language is the ‘gateway’ AP.
 - All Hispanic students speak Spanish.
 - Hispanic parents are less familiar with AP.
 - Etc....
-
- Do our data support or negate these notions?

How representative are the AP data?

Number of Births, HS Graduates, College Enrollees, and AP Examinees

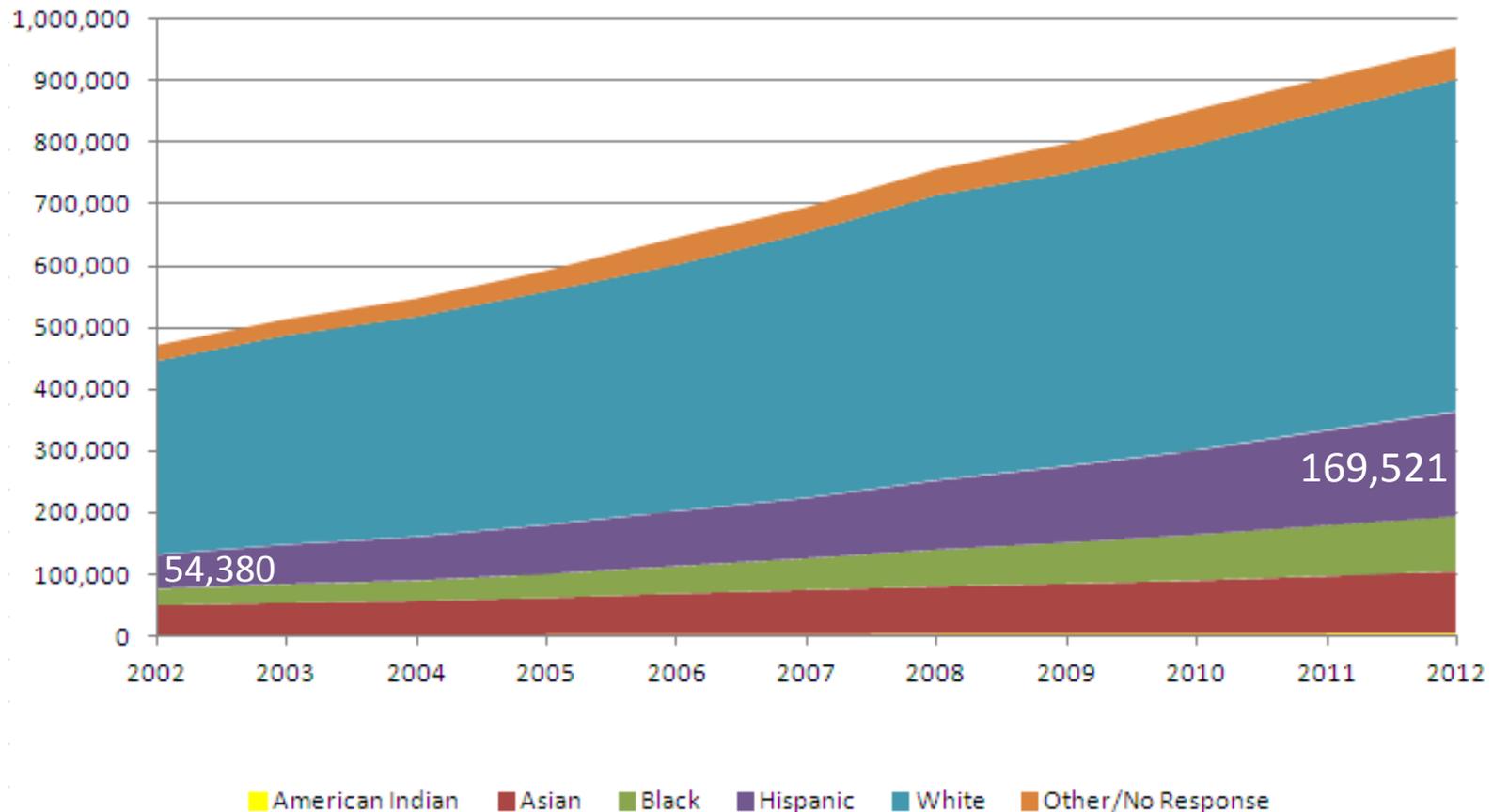


Sources: CDC National Center for Health Statistics Monthly Vital Statistics Reports (births); Western Interstate Commission for Higher Education 2012 (US high school graduates); NCES Digest of Educational Statistics 2012 (immediate college enrollees); College Board (AP Examinees in total US Cohort)

The Demographic Wave in AP

National Perspective – Class of 2002-2012 – Public Schools

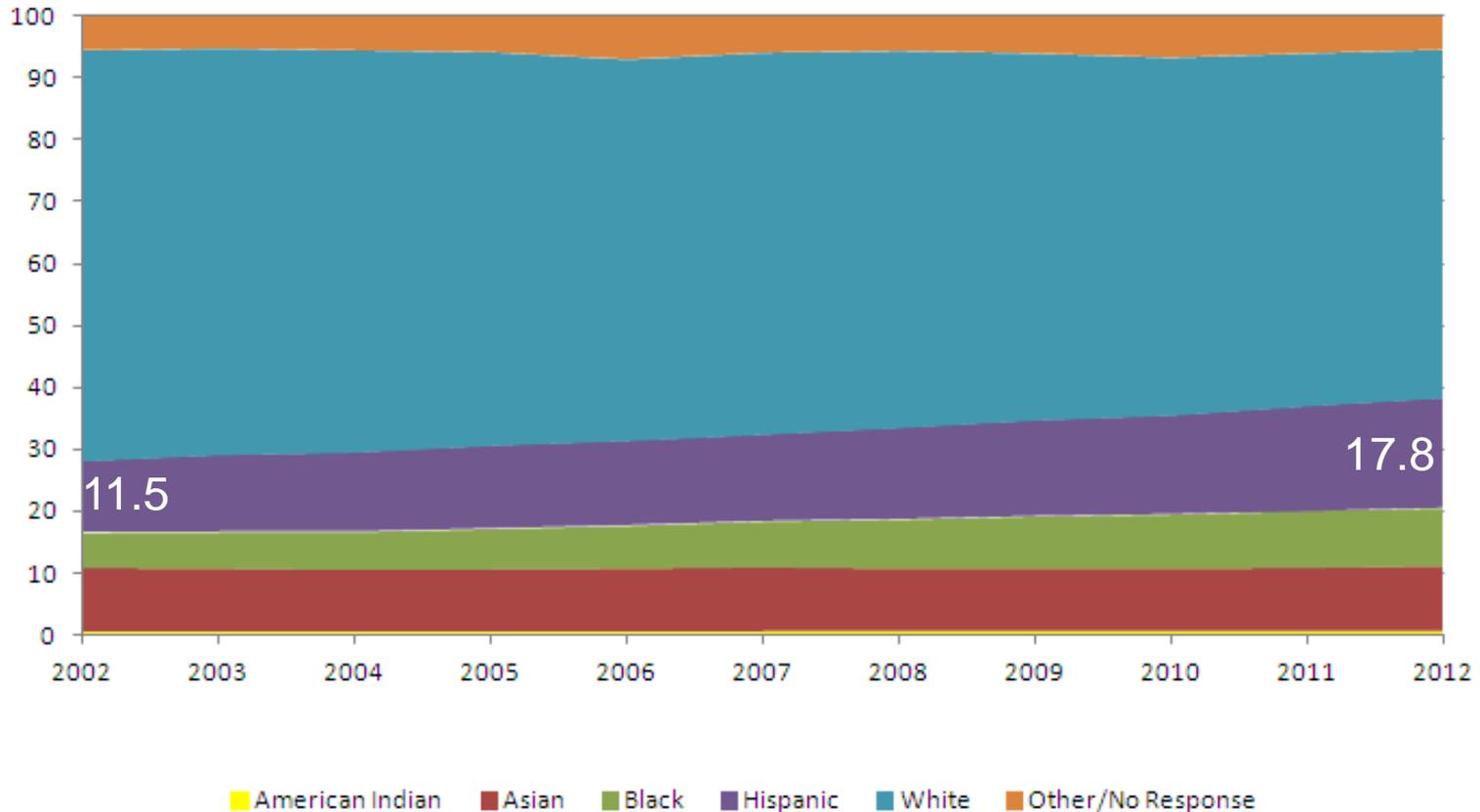
Number of AP Examinees by Race/Ethnicity



The Demographic Wave in AP

National Perspective – Class of 2002-2012 – Public Schools

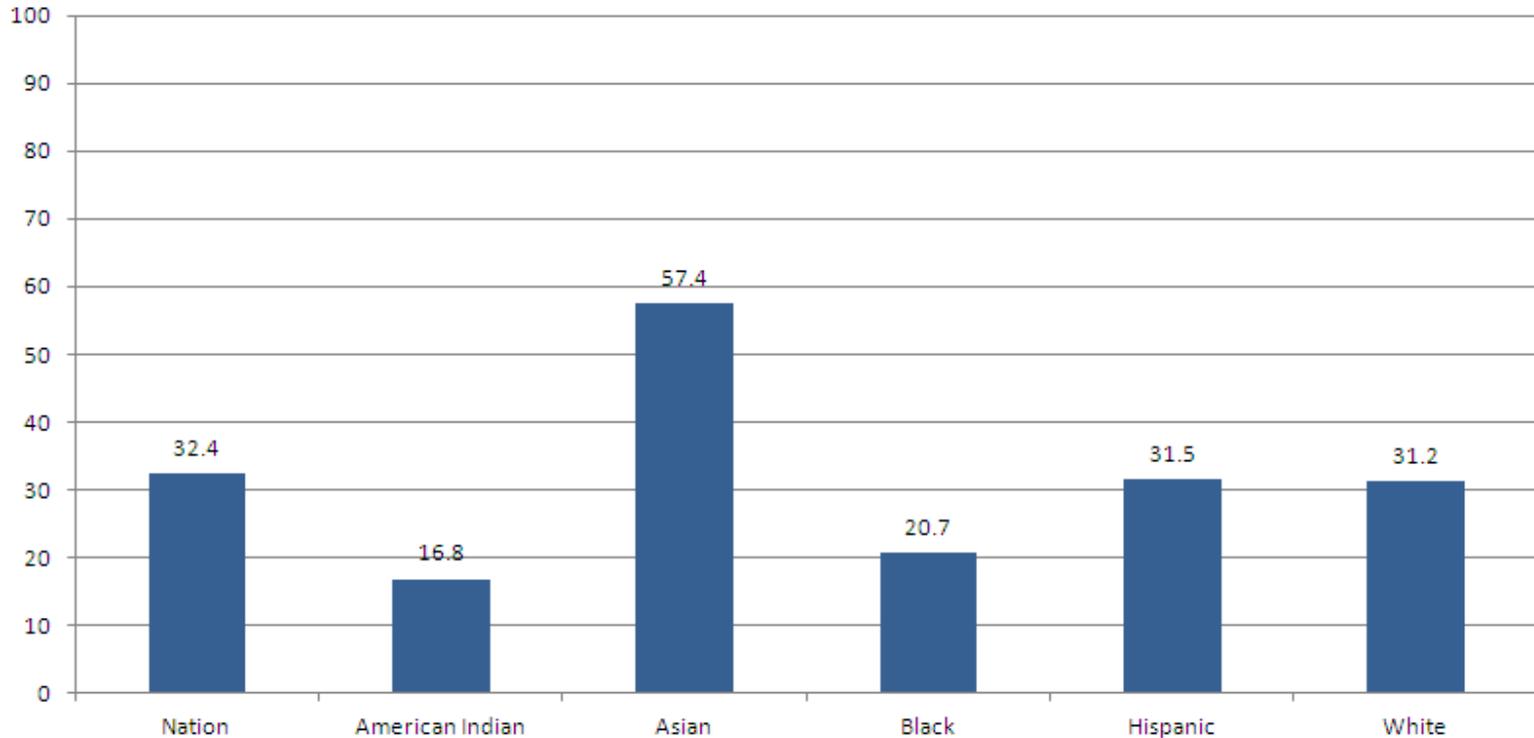
Percent of AP Examinees by Race/Ethnicity



Participation in AP

National Perspective – Class of 2012 – Public Schools

Percent of Graduates who took an AP Exam During High School

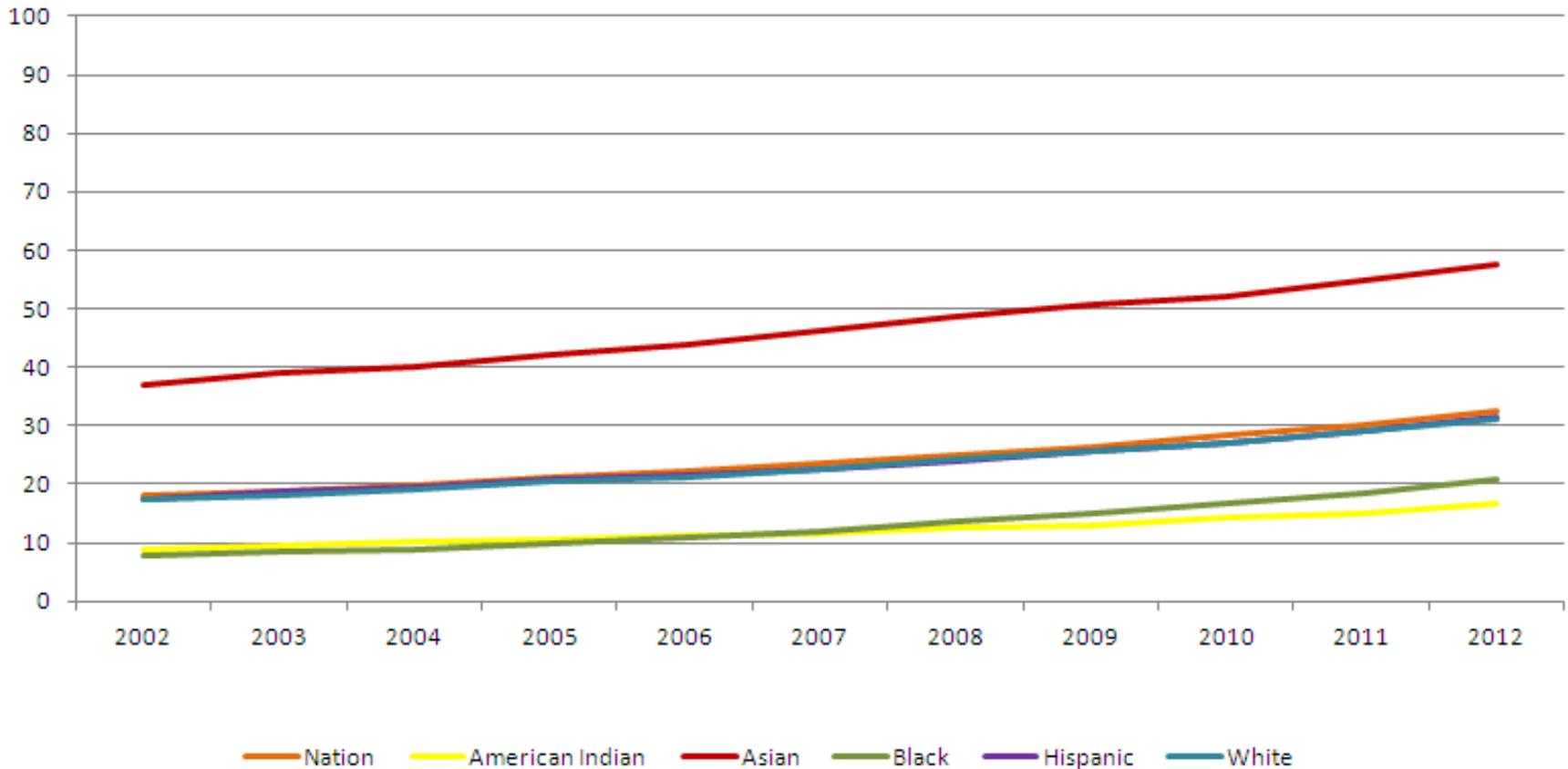


➡ Hispanic and white graduates participate in AP at the same rate

Participation in AP

National Perspective – Class of 2002-2012 – Public Schools

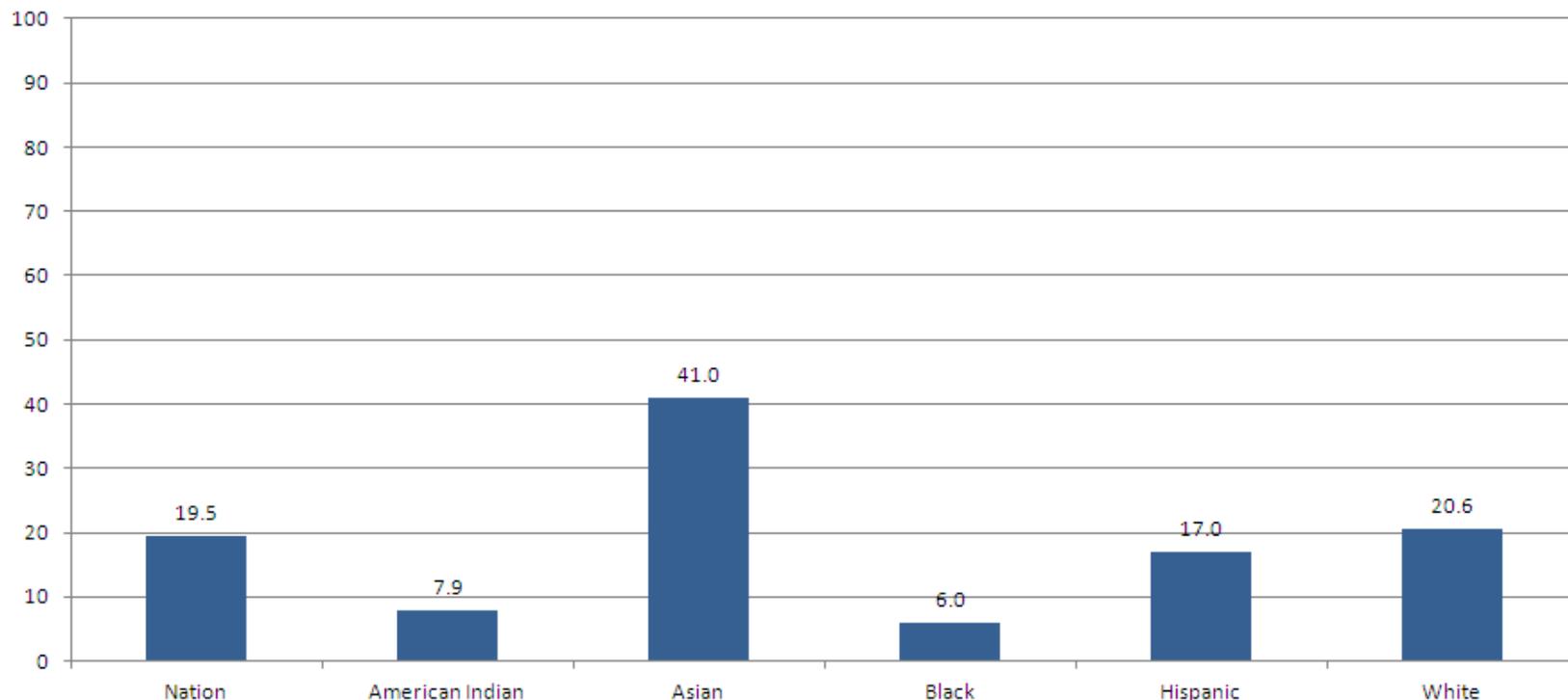
Percent of Graduates who took an AP Exam During High School



Success in AP

National Perspective – Class of 2012 – Public Schools

Percent of Graduates who Scored 3 or Higher on an AP Exam During High School

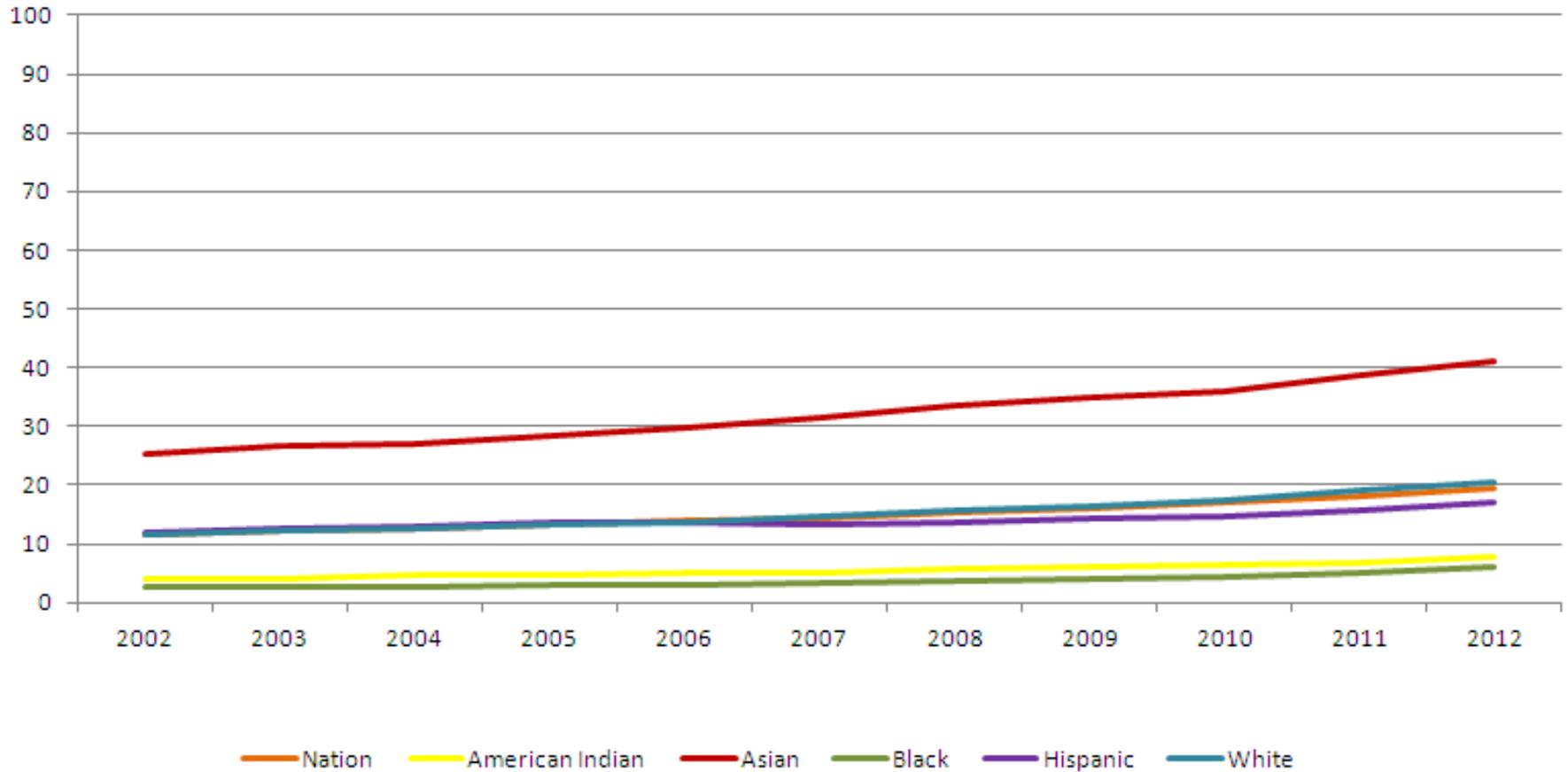


➡ Performance gap evident between Hispanic and white graduates

Success in AP

National Perspective – Class of 2002-2012 – Public Schools

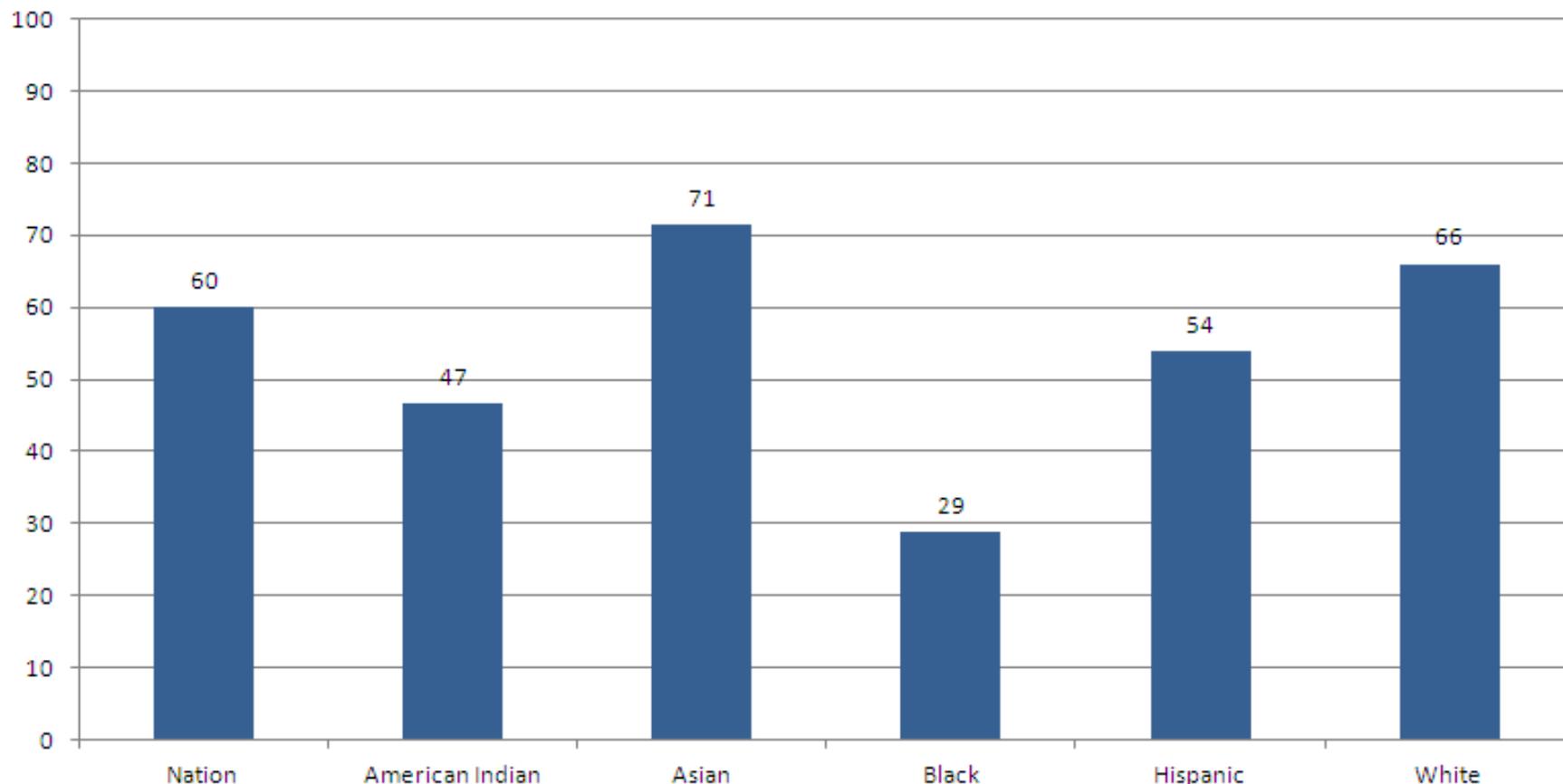
Percent of Graduates who Scored 3 or Higher on an AP Exam During High School



Success in AP

National Perspective – Class of 2012 – Public Schools

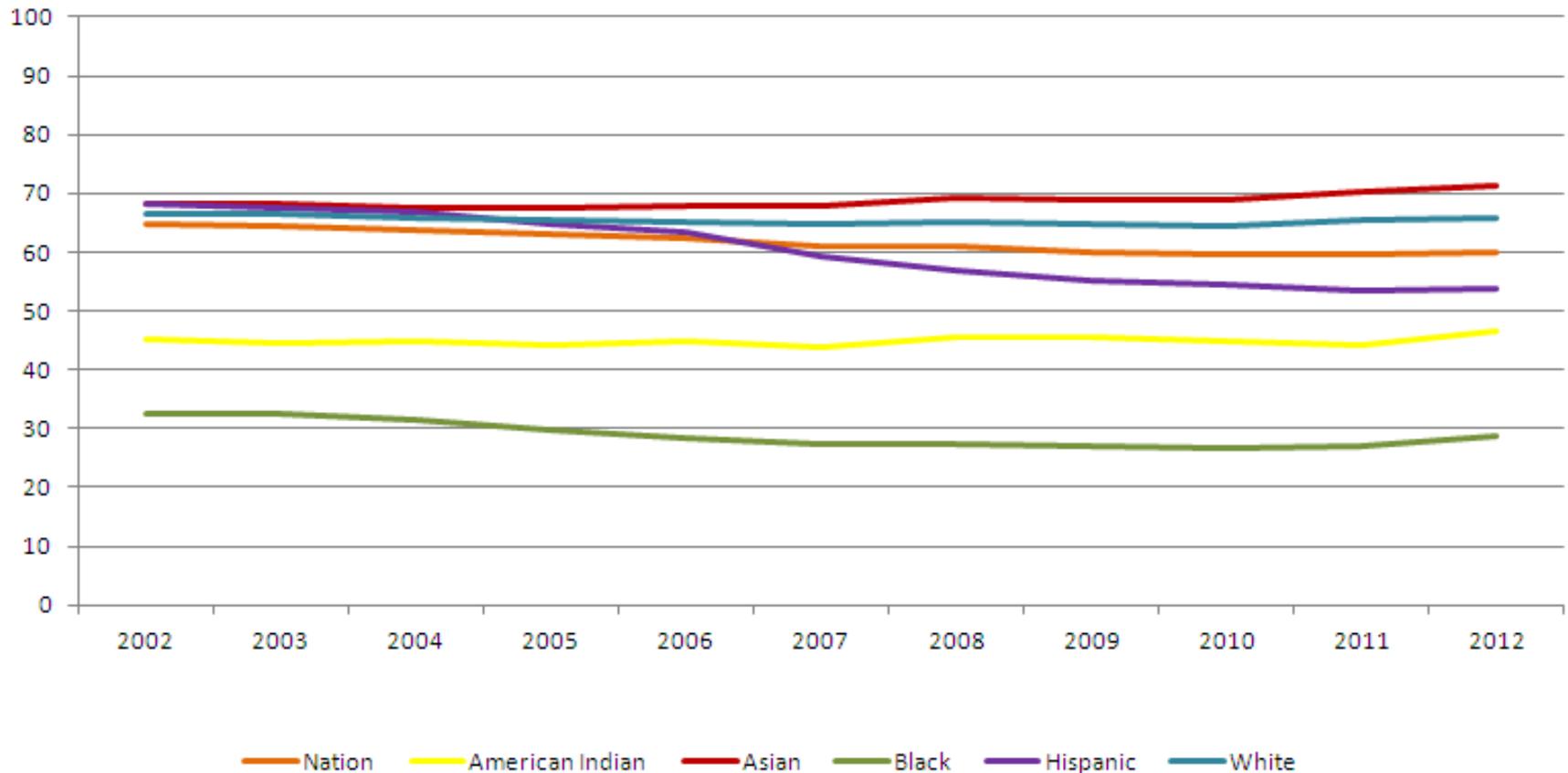
Percent of Examinees who Scored 3 or Higher on an AP Exam During High School



Success in AP

National Perspective – Class of 2002-2012 – Public Schools

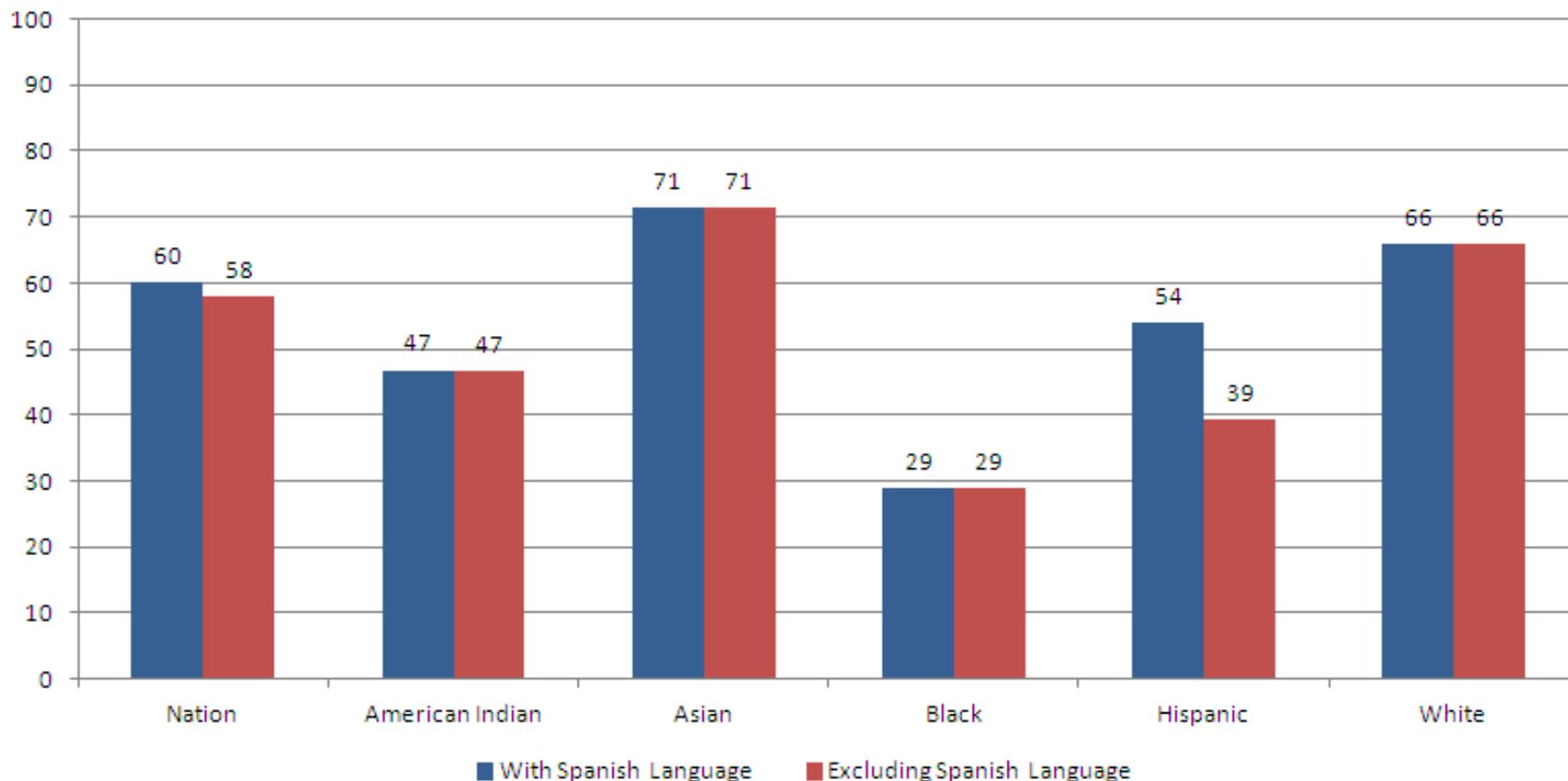
Percent of Examinees who Scored 3 or Higher on an AP Exam During High School



Success in AP – Excluding Spanish Language

National Perspective – Class of 2012 – Public Schools

Percent of Examinees who Scored 3 or Higher on an AP Exam During High School



Family Background

Exploring demographic characteristics of Hispanic AP Examinees



Family Background

What do we know about Hispanic AP Examinees?

➤ Parent Education

- Range: < HS Diploma to Graduate Degree
- Highest level based on reported mother and father level(s)

➤ Socioeconomic Status (SES)

- Fee waiver, based on federal Free/Reduced Lunch thresholds

➤ Language(s) spoken at home

- Best language: English, English+, or Another
- Spanish-speaking household
 - for AP Spanish Language examinees only

Parent Education

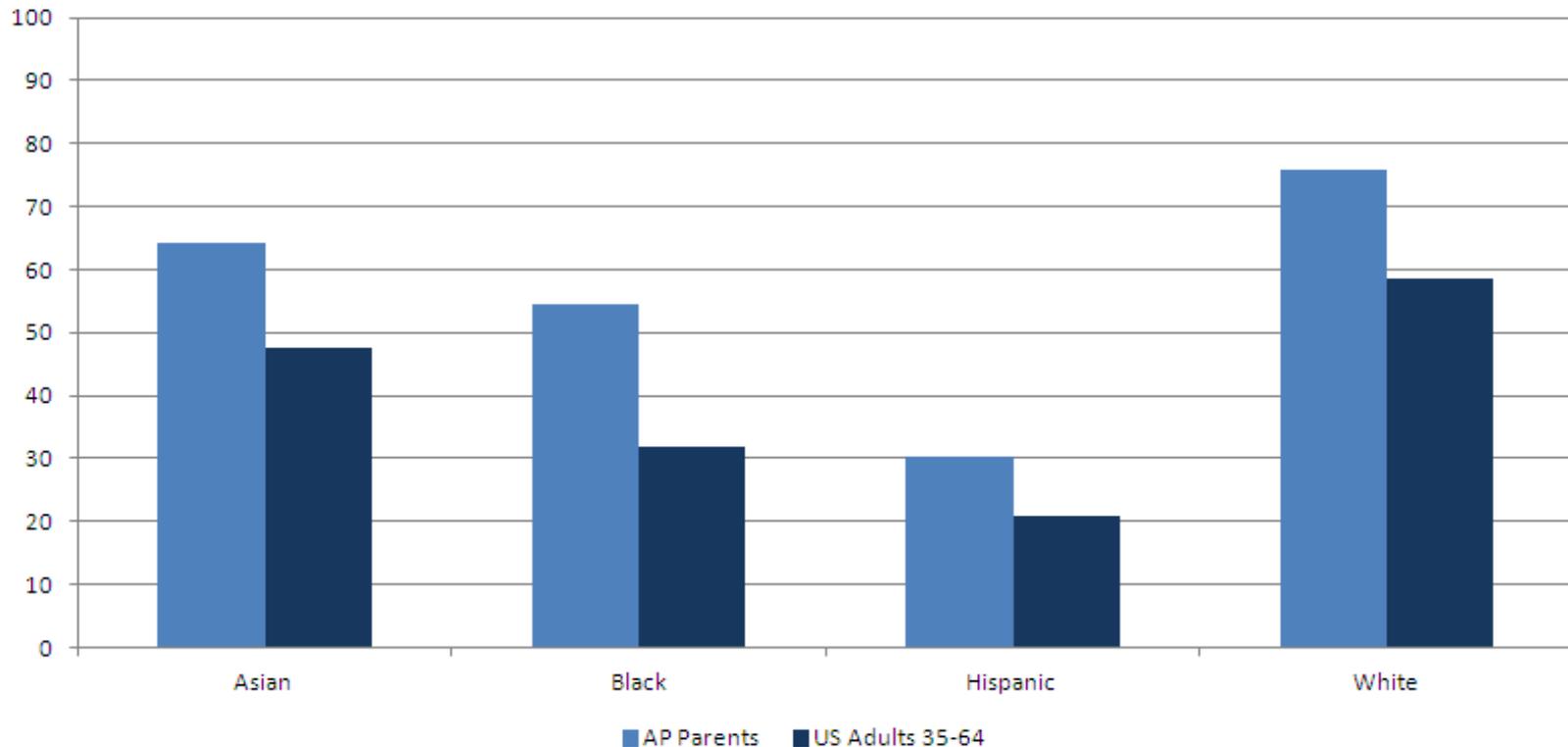
National Perspective – Public Schools – Class of 2012

Highest Level	American Indian	Asian	Black	Hispanic	White
< HS Diploma	3.3	10.2	4.6	31.6	0.8
HS Diploma	36.7	25.6	40.9	38.2	23.2
Associate	10.8	5.5	11.5	6.3	8.3
Bachelors	31.6	31.1	26.6	15.0	40.2
Graduate	17.7	27.6 ↑	16.3	9.0 ↓	27.5 ↑
Total	100%	100%	100%	100%	100%
First Generation	40.0	35.8	45.6	69.8	24.0
AA or Higher	60.0	64.2	54.4	30.2	76.0

Parent Education

National Perspective – Public Schools – Class of 2012

Percent of Examinees Reporting a Parent with a College Degree



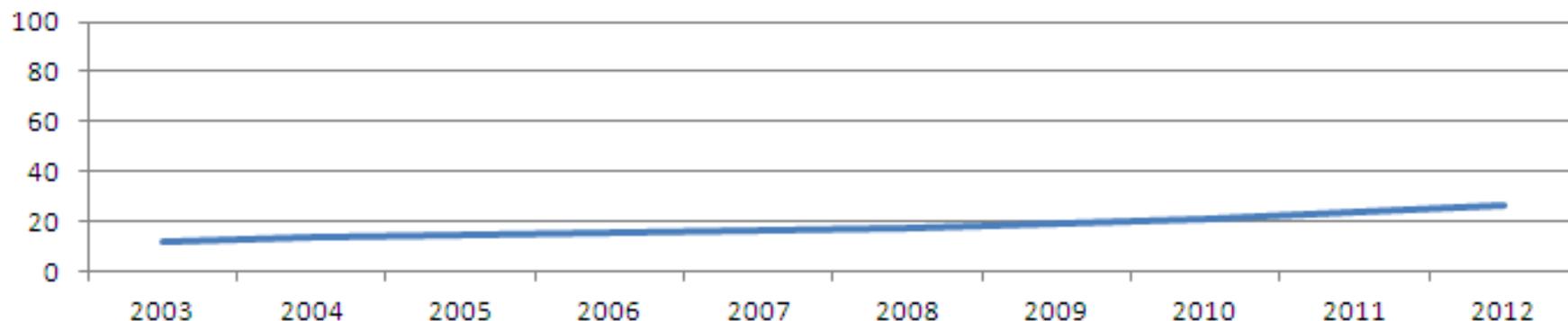
➤ AP parents are more highly educated than respective racial/ethnic group as a whole

Source: College Board & Census *Current Population Survey*, as reported in *NCES Digest of Education Statistics 2012*

SES – Low Income

National Perspective – Public Schools – Class of 2003-2012

Percent of AP Cohort using Fee Waivers

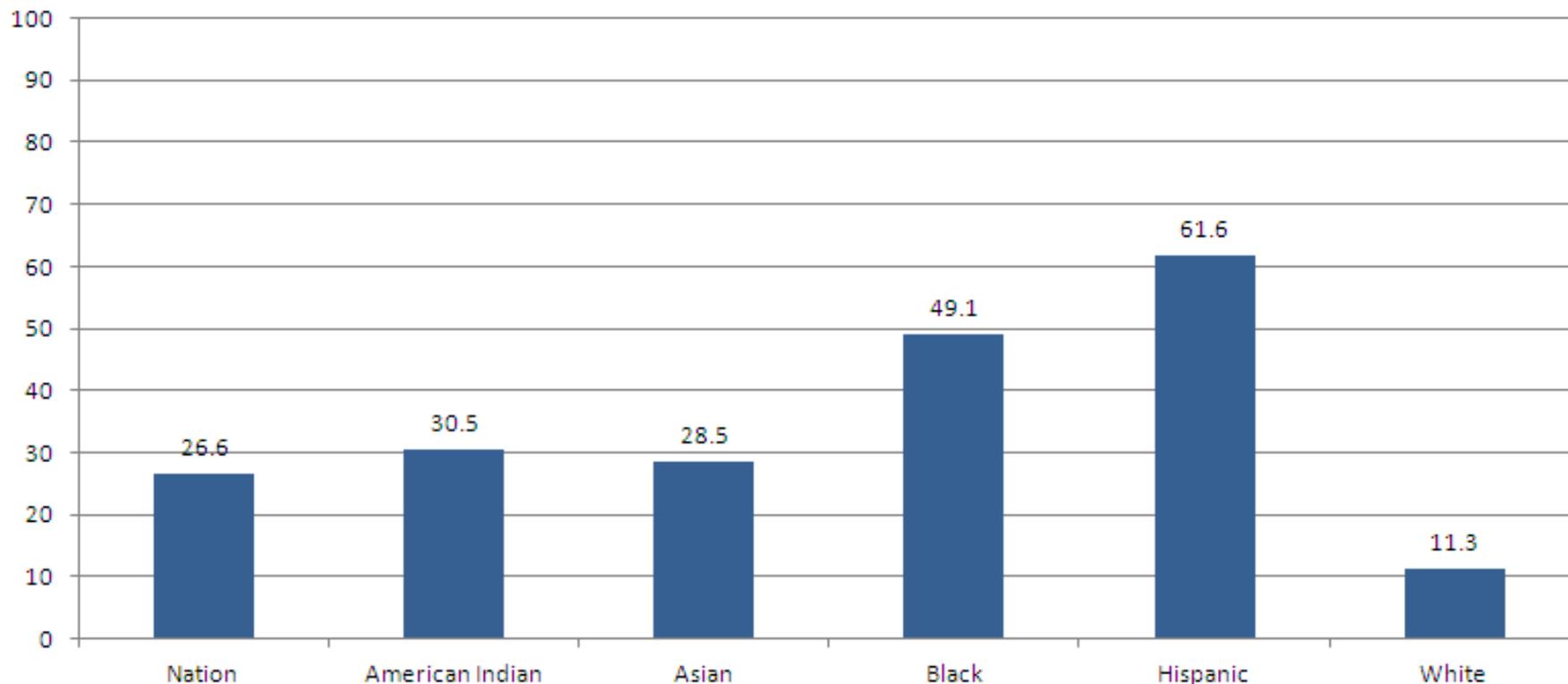


- General upward trend in fee waivers
 - Economic recession
 - Increased outreach/coordinator outreach
 - Increased number of schools with AP
 - District/state partnerships

SES – Low Income

National Perspective – Public Schools – Class of 2012

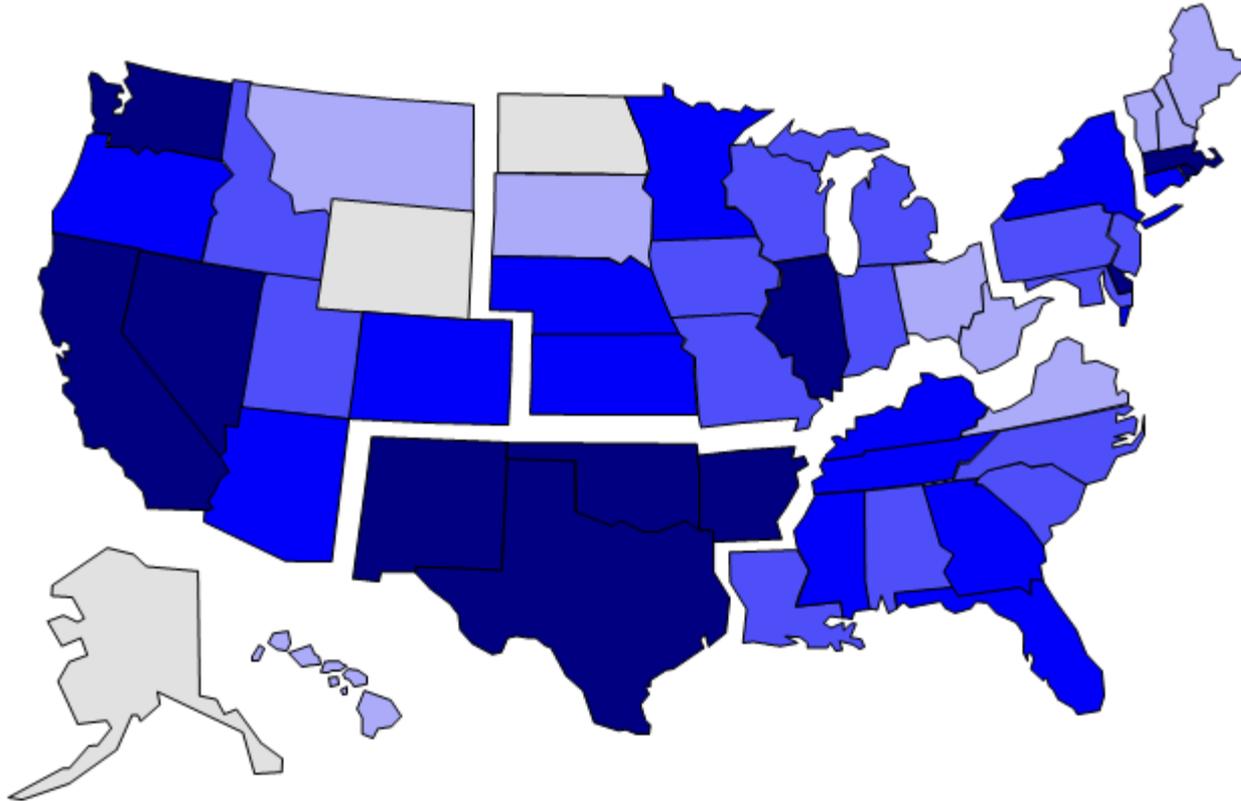
Percent of Examinees Using Fee Waivers



SES – Low Income

State Perspective – Class of 2012 – Hispanic

% of Hispanic
AP Examinees
using Fee Waivers



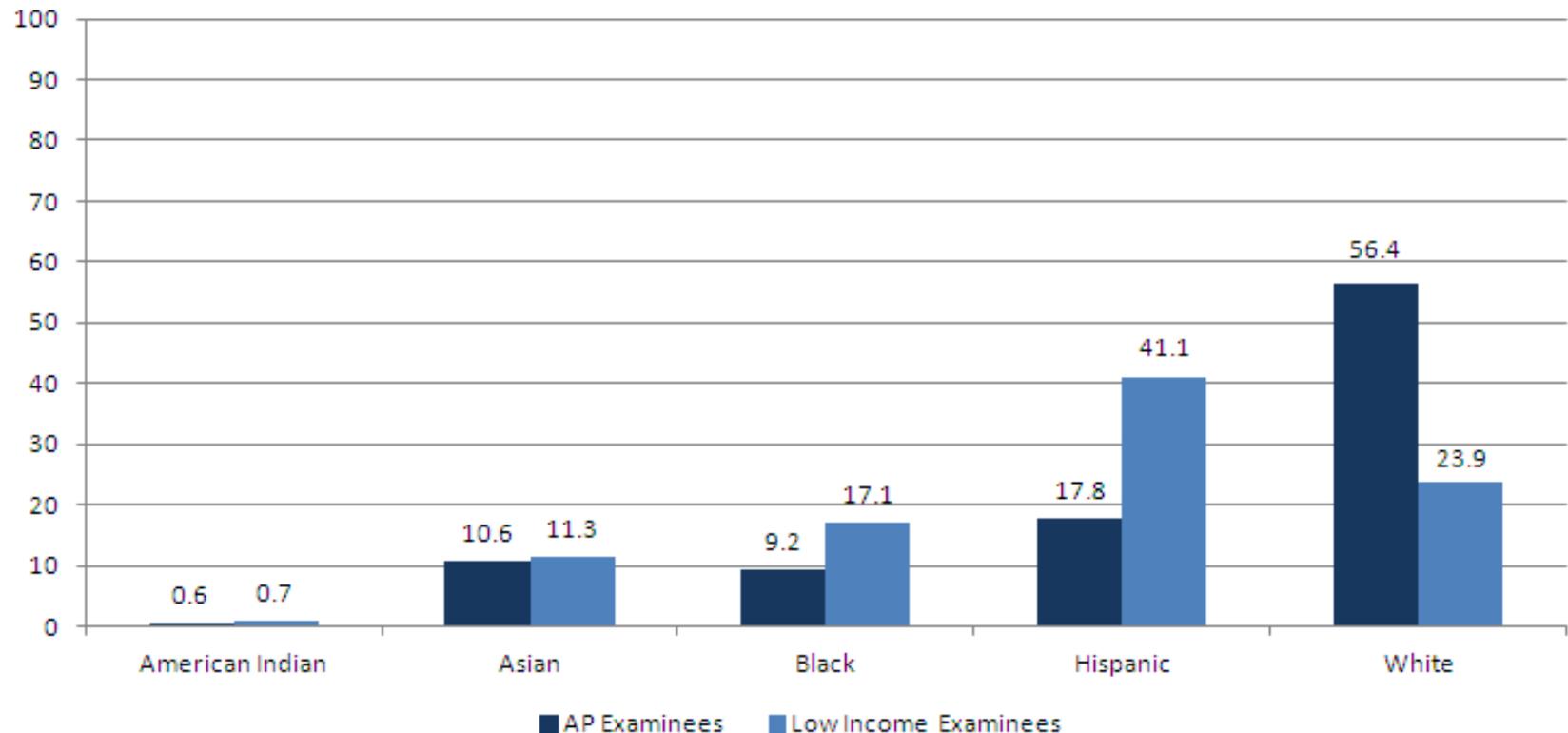
State	%
Rhode Island	77.8
District of Columbia	73.2
Texas	70.2
Illinois	69.4
California	68.9
Massachusetts	65.1
New Mexico	63.7
Nevada	62.2
Arkansas	61.9
United States	61.6

➡ 7 out of 10 Hispanic examinees from CA and TX

SES – Low Income

National Perspective – Public Schools – Class of 2012

Demographic Distribution of AP Examinees



➔ Underrepresented students are overrepresented among low income examinees

Language Background

National Perspective – US Public Schools – Class of 2012

Group	Non-Hispanic Examinees (%)	Hispanic Examinees (%)
English Only	93	46
English and Another Language	6	50
Another Language	1	5

- Hispanic examinees are more bilingual than examinees as a whole
- Nearly half Hispanic examinees report English only

Language Background

AP Spanish Language and/or Literature Examinees

➤ Additional questions:

- Have you lived or studied for one month or more in a country where Spanish is spoken?
- Do you regularly speak or hear Spanish at home?

➤ Standard vs Non-Standard Group

- Standard = “No” to both questions

➤ 64% of AP Spanish Language examinees in the class of 2012 were Hispanic

Language Background

AP Spanish Language Examinees

	Hispanic Examinees	Non-Hispanic Examinees
Spanish spoken at home	92	6
Lived in Spanish speaking country; not spoken at home	2	4
Standard Group	6	90

- Nearly all Hispanic AP Spanish Language examinees indicate that Spanish is spoken at home

The Gateway Hypothesis

National Perspective – Public Schools

➤ “Hispanic students take AP Spanish Language, and it boosts their confidence and motivation to take additional AP courses.”

- True

- False

- We don't know

The Gateway Hypothesis

National Perspective – Public Schools

- Assigned all Hispanic examinees based on AP test-taking history
 - which exams and when they were taken

Group	Definition
Spanish Language Only	Student's only AP exam was AP Spanish Language
Gateway	Student took AP Spanish as first AP exam, followed by other exams in subsequent administrations
Concurrent	Student took AP Spanish in addition to one or more exams in first or only administration
Anti-Gateway	Student took other exam as first AP exam, followed by Spanish Language (with or without other exams)
No Spanish Language	Student never took AP Spanish language

The Gateway Hypothesis

National Perspective – Public Schools – Class of 2012

- Estimate the distribution of the class of 2012 across these categories:

Group	Percent
Spanish Language Only	15.3
Gateway	5.9
Concurrent	8.8
Anti-Gateway	7.4
No Spanish Language	62.6
Total	100%

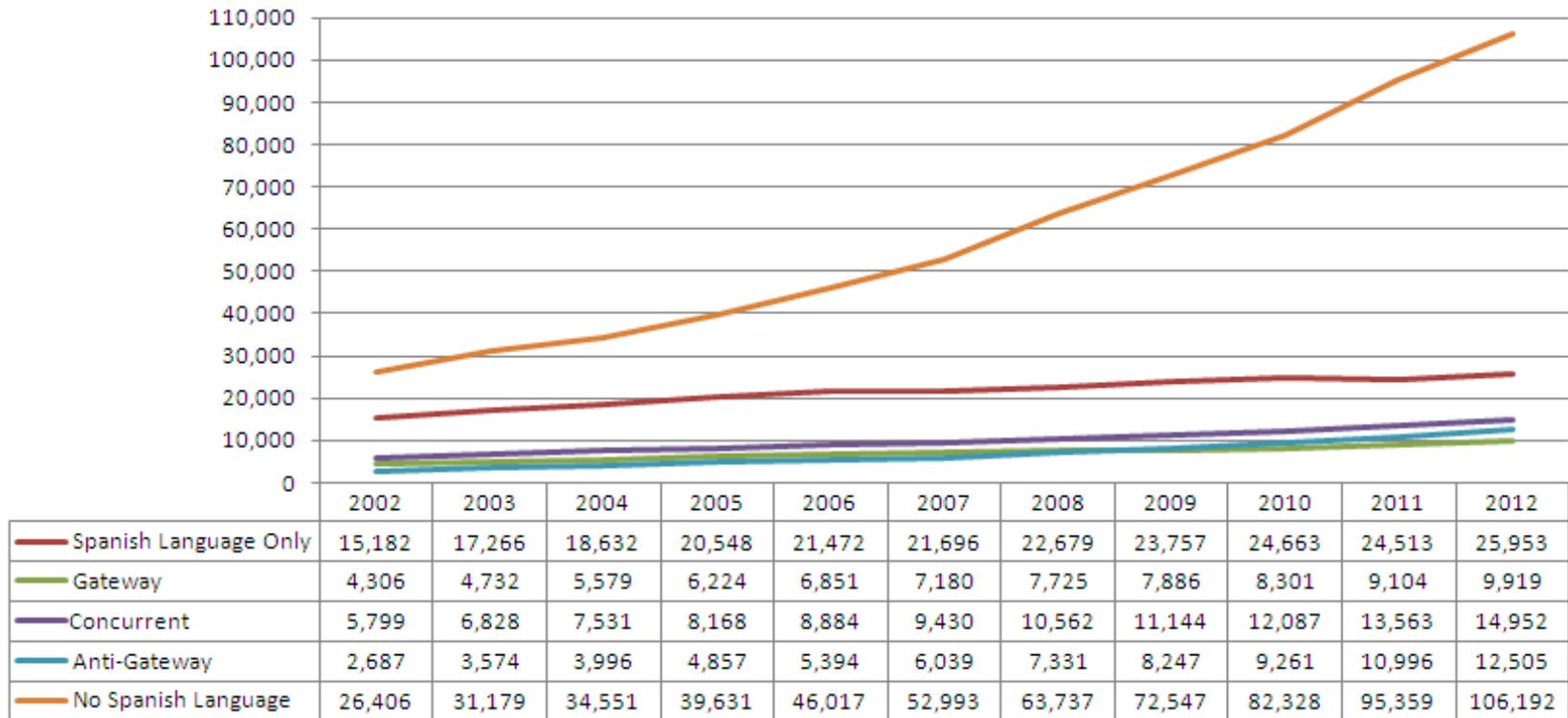
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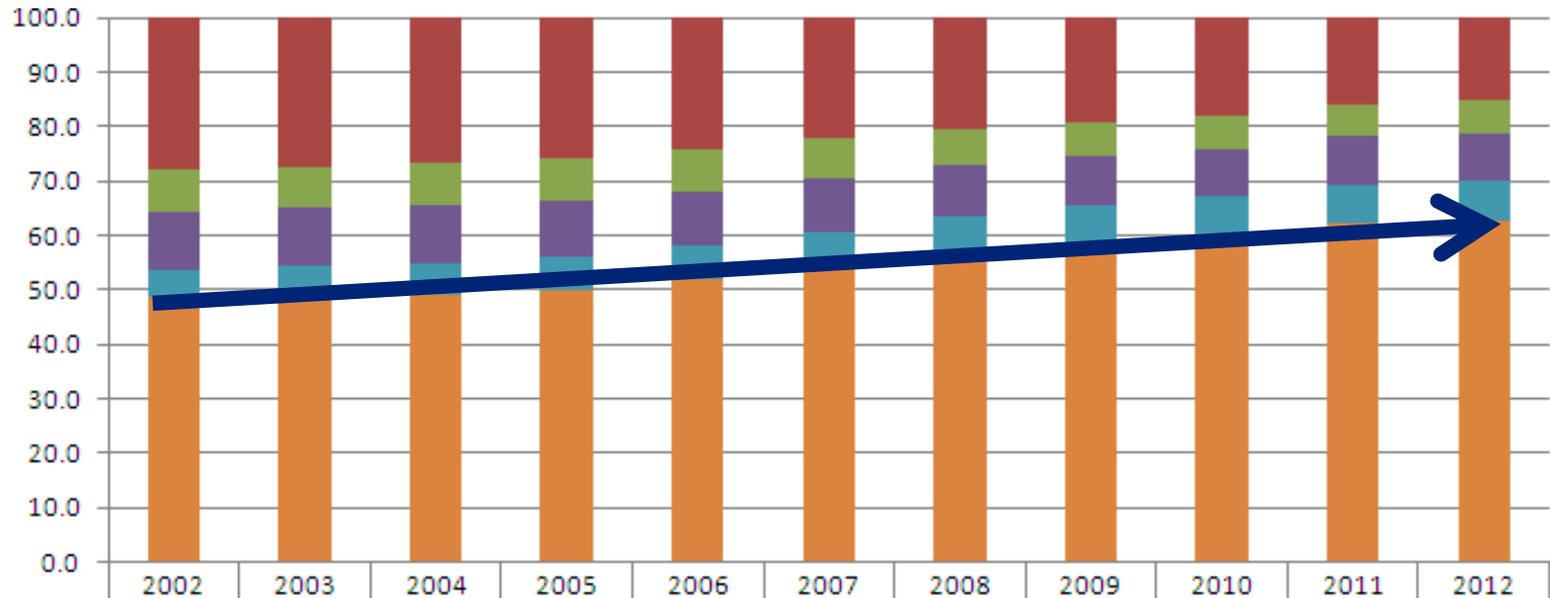
The Gateway Hypothesis

National Perspective – Public Schools – Class of 2002-2012



The Gateway Hypothesis

National Perspective – Public Schools – Class of 2002-2012



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Spanish Language Only	27.9	27.2	26.5	25.9	24.2	22.3	20.2	19.2	18.0	16.0	15.3
Gateway	7.9	7.4	7.9	7.8	7.7	7.4	6.9	6.4	6.1	5.9	5.9
Concurrent	10.7	10.7	10.7	10.3	10.0	9.7	9.4	9.0	8.8	8.8	8.8
Anti-Gateway	4.9	5.6	5.7	6.1	6.1	6.2	6.5	6.7	6.8	7.2	7.4
No Spanish Language	48.6	49.0	49.2	49.9	51.9	54.4	56.9	58.7	60.3	62.1	62.6

The Gateway Hypothesis

State Perspective – Public Schools – Class of 2012

State	Total Hispanic Examinees	Spanish Language Only	Gateway	Concurrent	Anti-Gateway	No Spanish Language
California	53,249	18.8 ↑	7.8	13.2	9.8	50.4 ↓
Texas	39,456	15.3	6.9	8.2	5.3	64.3
Florida	19,791	11.8	5.4	5.0	8.3	69.5 ↑
New York	9,034	19.6 ↑	6.6	5.7	5.7	62.5
Illinois	7,441	12.0	3.5	7.9	7.6	69.0 ↑
Nation	169,521	15.3	5.9	8.8	7.4	62.6

The Gateway Hypothesis

Does it have potential?

➤ Very little research on the topic

- Shiu, A., Kettler, T., & Johnsen, S. (2009). Social Effects of Hispanic Students Enrolled in an AP Class in Middle School. *Journal of Advanced Academics*, 21, 58–82.
– <http://www.eric.ed.gov/PDFS/EJ880575.pdf>
- Kettler, T, Shiu, A., & Johnsen, S. (2006). AP as an Intervention for Middle School Hispanic Students. *Gifted Child Today*, 29 (1),39-46.
– <http://www.eric.ed.gov/PDFS/EJ746295.pdf>
- Texas Education Agency - Texas Middle School Program for AP Spanish: Summary of Success
– <http://www.teamiddleschoolspanish.org/>

➤ Research needed with high school students

- Pre/post comparison of confidence, motivation, aspirations
- “Official” vs “unofficial” research

The Gateway Hypothesis

Digging into the schools

- Curriculum/scheduling constraints
 - How many schools offer AP Spanish courses?
 - How early can students take AP Spanish Language?
 - Limited gateway if students can't take until 11th or 12th grade
- Our data provided limited insight into these issues.
 - Approved Spanish Language courses
 - <5,000 or ~22% of US Public Schools
 - AP Spanish Language exams taken by freshmen/sophomores
 - 14,133 Hispanic examinees in the class of 2012 from 1,903 US public schools with as many as 225 Hispanic examinees who took AP Spanish Language

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Key Findings

Hispanic Students in AP



Hispanic AP Examinees

Key Findings – Class of 2012 – US Public Schools

- **54.7% come from California or Texas**
 - Whereas 51.5% of Hispanic graduates were from these states
- **69.8% were first-generation**
 - Compared to 28.8% of non-Hispanic examinees
 - 31.6% report that neither parent had earned a HS diploma
- **61.6% were low-income**
 - Compared to 19.0% of non-Hispanic examinees
 - 70.2% of Hispanic examinees from Texas and 68.9% of those from California utilized fee waivers
 - Hispanic students comprised 17.8% of examinees vs 41.1% of low income examinees
- **45.8% report ‘English Only’ as Best Language**
 - Compared to 92.6% of non-Hispanic examinees

Hispanic AP Examinees

Key Findings – Class of 2012

- **31.5% of Hispanic graduates took an AP Exam**
 - Slightly higher than the white participation rate (31.2%)
- **17.0% of Hispanic graduates succeeded on an AP Exam**
 - Slightly lower than the white E&E rate (20.6%)
- **37.4% of Hispanic examinees took AP Spanish Language**
 - 91.8% of Hispanics who took AP Spanish speak Spanish at home
 - 5.9% of Hispanics examinees took AP Spanish Language in their first administration, followed by exam(s) in subsequent admins
- **53.9% of Hispanic examinees succeeded on an AP Exam**
 - Compared to 39.3% when AP Spanish Language is removed from the analysis

Collecting & Reporting Race/Ethnicity

Recent changes, upcoming challenges



Race vs. Ethnicity

Background

- What is the difference?
 - Race: Biological, Physical Appearance e.g., skin color, eye color, hair color, bone/jaw structure, etc.
 - Ethnicity: Sociological, Cultural Factors e.g., nationality, culture, ancestry, language and beliefs
- Why do we care about this?
- Why is this important to discussions about education? AP?

Federal Data on Race/ethnicity

History of Standards

1976

Americans of Spanish Origins Social Statistics Act

- Formal law requiring the collection and publication of Hispanic-origin data

1977

OMB's Statistical Policy Directive No. 15

- First attempt to standardize the federal collection of R/E data
- Required that data be collected and reported for a minimum of four major racial groups (white, black, Asian/Pacific Islander, and American Indian) and two ethnicities (Hispanic origin and non-Hispanic origin).
- Separate collection of data on race and ethnicity was preferred.

Federal Data on Race/ethnicity

History of Standards

1980-90

1980 and 1990 Censuses

- OMB's Directive 15 guided the collection of R/E data in both censuses.
- The Hispanic origin question followed the race question with other questions (age, marital status) in between.

1997

Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity

- OMB's 1997 Statistical Policy Directive No. 15 revised:
 - Asian or Pacific Islander category divided into two distinct categories;
 - respondents were to be allowed to self-identify with more than one racial group.

Federal Data on Race/ethnicity

History of Standards

2000-10 2000 and 2010 Censuses

- OMB's 1997 revisions guided the collection of R/E data in both censuses.
- Respondents instructed to “mark one or more” instead of “fill one circle” for the race question for the first time in 2000.
- The Hispanic origin question was moved in 2000 to immediately before the race question.
- OMB allowed the census to continue to include an “other” category for race.

2007

Final guidance on maintaining/collecting/reporting R/E data to the U.S. DOE released, to be implemented starting the 2010-2011 school year.

US DoE/NCES Definitions

http://nces.ed.gov/statprog/2002/std1_5.asp

► Ethnicity is based on the following categorization:

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."

► Race is based in the following five categorizations:

- American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American: A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Federal Data on Race/ethnicity

History of Standards

- ▶ Starting in the 2010-2011 school year, U.S. DoE requires *all* education institutions to collect and report data in the following manner:

Collecting data

Required two-part question

1. What is this person's ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

2. What is this person's race? (mark one or more races)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Reporting data

Seven categories

1. Hispanic/Latino of any race

For individuals who are Non-Hispanic/Latino

2. American Indian or Alaska Native
3. Asian
4. Black or African American
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or more races

Checking Assumptions

Pop Quiz

- A student notes she is Hispanic and Black. Her school will report this student as:

Reporting Category
Hispanic/Latino
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
Two or more races

Checking Assumptions

Pop Quiz

- A student notes he is Asian and Black. His school will report this student as:

Reporting Category
Hispanic/Latino
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
Two or more races

College Board Collection/Reporting

Piloted two versions of a new R/E question in the SAT questionnaire

Current

Please choose a response from the list below (Mark one only):

- American Indian or Alaska Native
- Asian, Asian American, or Pacific Islander
- Black or African American
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic, Latino, or Latin American
- White
- Other
- I do not wish to respond

Version A: Check All

Please check one or more of the following options that you identify with:

- American Indian or Alaska Native
- Asian or Asian American
- Native Hawaiian or Other Pacific Islander
- Black or African American
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic, Latino, or Latin American
- White
- Other
- I do not wish to respond

Version B: 2-part Q

Are you Hispanic or Latino (including Spanish and other Spanish origin)?

- Yes, Mexican or Mexican American
- Yes, Puerto Rican
- Yes, Other Hispanic, Latino, Latin American
- No
- I do not wish to respond

Please check one or more of the following options that you identify with.

- American Indian or Alaska Native
- Asian or Asian American (including Indian Subcontinent)
- Black or African American (including African and Afro-Caribbean)
- Native Hawaiian or other Pacific Islander
- White (including Portuguese, Brazilian, Persian, and Middle Eastern)
- I do not wish to respond

College Board Collection/Reporting

Pilot Results – Demographic Distribution (%)

	Check One	A Check All	B Two-Part
American Indian or Alaska Native	0.6	0.5	0.5
Asian, Asian American or Pacific Islander	12	10.5	10.5
		0.5	0.5
Black or African American	12	11	11
Hispanic or Latino	14	↑ 12 16	↑ 9 15
		4	6
White	54	51	52
Other	4	2	
Multi-Response, Non-Hispanic		4	3
No Response	4	5	7

College Board Collection/Reporting

Pilot Results

- **The distribution of SAT takers across race/ethnicity categories did not differ significantly**
 - between version A (Check All) and B (Two-part Question)
 - compared to overall cohort
- **Approximately 8-9% of students selected multiple responses when allowed**
 - Non-Hispanic end up in the 'Two or more races' category
- **Only 38% of Hispanic SAT takers responded to the second question (race) in version B (vs 21% providing race in A)**
 - Do students perceive a difference between race and ethnicity?
- **Non-response rate was slightly higher for version B**
- **21.5% of "Other" race indicate non-US citizenship**
 - Do categories appeal to international conceptions of race?

Hispanic Racial Identity

Census data and studies (1990 to 2010) demonstrated:

Many Hispanics did not identify with standard racial categories

Nearly 40% of Hispanics marked “other race” in the race question; almost 97% of individuals reporting “other race” were Hispanics.

Many Hispanics did not distinguish between Hispanic ethnicity/ nationality and race

Many Hispanics self-identified their race as “Latino,” “Mexican,” “Puerto Rican,” or other national origins or ethnicities despite the new 2010 Census instruction of “For this census, Hispanic origins are not races”

Hispanics had high levels of inconsistent reporting in the race question

Census study¹ found that 45% of Hispanics have different races reported in the evaluation survey compared to the 2000 Census, a much higher inconsistency rate than non-Hispanics (e.g. white 6%, black 7%)

¹ The 2000 Accuracy and Coverage Evaluation Survey

Benefits of a Combined Question

2010 Census Race and Hispanic Origin Alternative Questionnaire Experiment (AQE)

- ▶ The following benefits of the combined question were found:
 - ▶ Considerably lower question nonresponse rates; focus groups echoed the finding that people of Hispanic origin had less difficulty reporting their identity in a combined question.
 - ▶ The proportion of population reporting Some Other Race was reduced from ~6% (two-part question) to 0.2%.
 - ▶ The proportion of white population was lower in the combined question, focus group research indicated that a number of Hispanics felt forced to choose a race category in the 2nd question and reported their race as White in the absence of alternative options.
 - ▶ Focus group participants consistently expressed concerns over the separate Hispanic origin question, which was seen as unfair and problematic.
 - ▶ Disproving earlier assumptions, the proportion of the Hispanic population was similar between a combined question and a two-part question.

Preliminary Recommendations

Based on research to date...

- Allow students to check all race and ethnicity categories that apply
- Use single question – do not separate Hispanic from race identifiers
- Include clear and all inclusive definition of each race/ethnicity category (e.g. “White” refers to a person having origins in Europe, the Middle East, or North Africa)
- Instruct students to “select options that you identify with” instead of “select options that describe you”
- *For further consideration*
 - Inclusion of the “other” category
 - Inclusion/addition of sub-categories within a racial/ethnic group (e.g. Puerto Rican, Cuban, Chinese, Vietnamese, etc.)

Implications

➤ Break in trends

- Are we able to compare Hispanic students from before and after the transition?

➤ Bridge Tabulation Methods from the Feds

- Smallest Group
- Largest Group other than White
- Largest Group
- Plurality
- Deterministic Equal Fractions
- NHIS Fractions

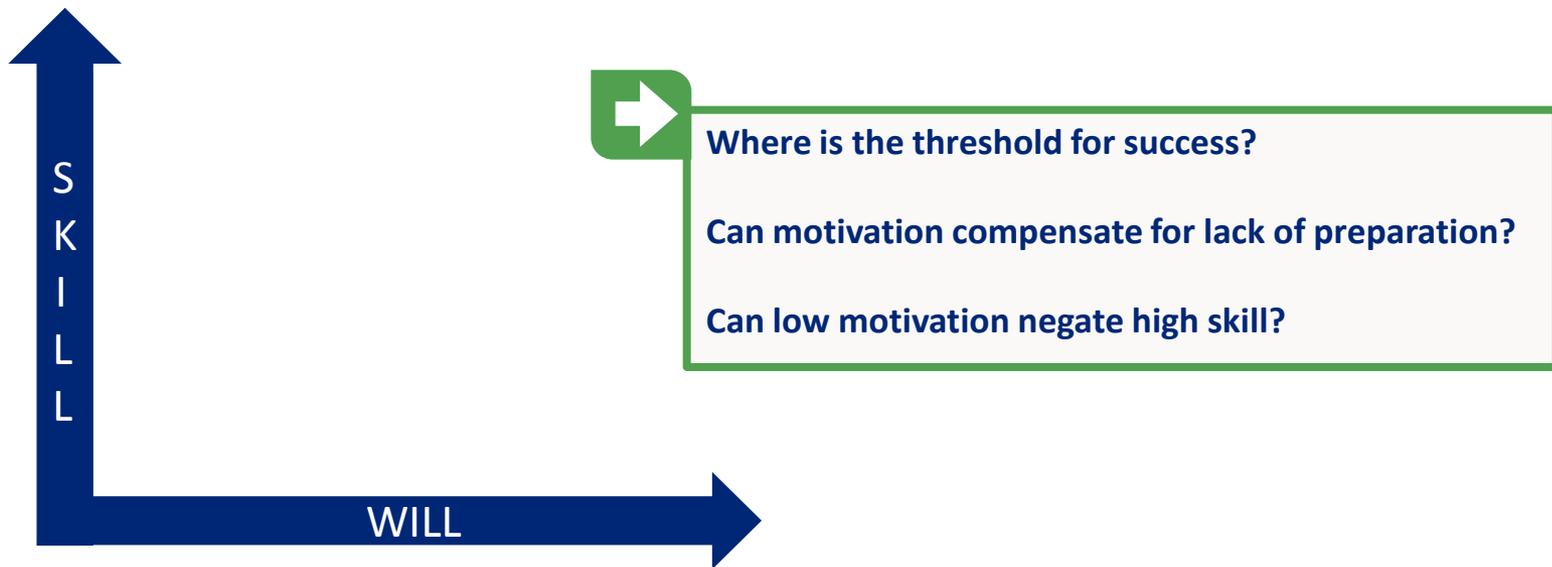
AP Equity & Access Policy



Equity and Access Policy

<http://professionals.collegeboard.com/k-12/assessment/ap/equity>

- We strongly encourage educators to make equitable access a guiding principle for their AP programs by giving **all willing and academically prepared** students the opportunity to participate in AP.



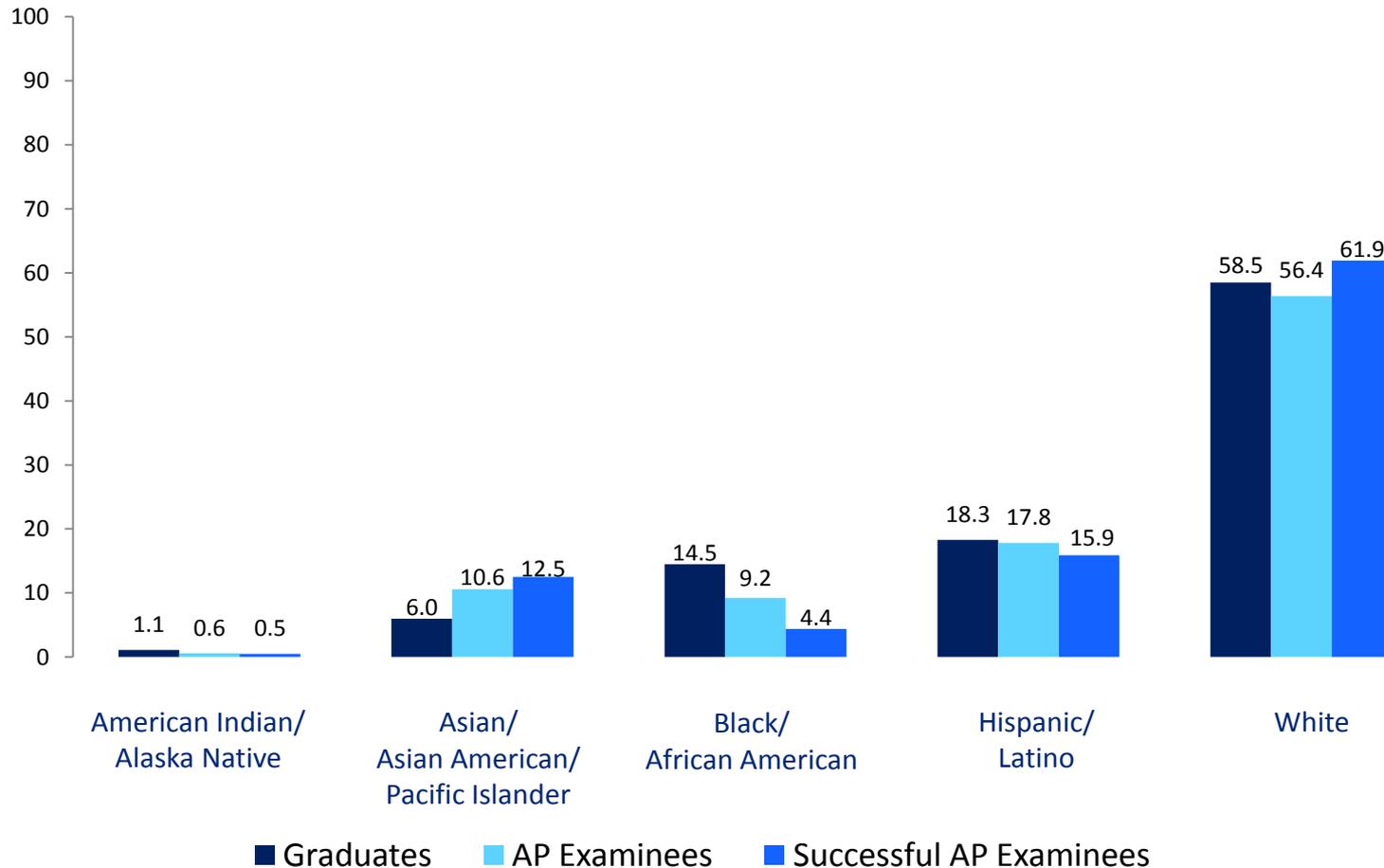
Equity and Access Policy

<http://professionals.collegeboard.com/k-12/assessment/ap/equity>

- We encourage educators to:
 - **Eliminate barriers** that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.
 - Make every effort to ensure their AP classes **reflect the diversity** of their student population.
 - Provide all students with access to academically challenging course work **before** they enroll in AP classes.

APRN Demographics – Class of 2012

US Public Schools



*Other/No Response not shown

Biology Physics Chinese Language and Culture French Language and Culture Chemistry U.S. History Biology Physics Chinese Language
German Language and Culture Statistics Italian Language and Culture Music Theory Japanese Language and Culture Statistics Italian Language and
Culture Latin Environmental Science Spanish Literature and Culture Government and Politics Environmental Science Spanish Literature and Cult
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Italian Language and Culture Music Theory Japanese Language and Culture Latin Environmental Science Italian Language and Culture Music T
Spanish Literature and Culture Government and Politics: Comparative Geography Spanish Literature and Culture Government and Politics: Comparative
Human Geography Macroeconomics Microeconomics Psychology Computer Science Art History European Human Geography Macroeconomics

Thank You

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